

# MRS. SPIELMANN'S 2ND GRADE

## Lesson Plans for Week of Nov. 4-8, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - PE	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: <b>Gus &amp; Grandpa;</b>
	<a href="#">Spelling: Digraphs ch. tch. sh. th</a>		<b>A Present for Charlie</b>
N	Challenge words in dict. Sentence		Students will review information
D	<a href="#">Phonics Charts-#21-22 titled:</a>		on KWL; finish a story map;
A	<b>My Name; Brush Dance</b>		Genre study & Guided Rdg. Group
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Daily Oral Language		<b>Someone, Listen to Reading, Word</b>
	Character Education Word:		<b>Works, Work on Writing</b>
	<b>Citizenship</b>		<b>CAFE components 2RL.3.1</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	Oral & Silent Rdg: <b>Rescue (2RL.2.1)</b>
E	<a href="#">Spelling: Digraphs ch. tch. sh. th</a>		<b>Grandma's Rain Song; Swimming</b>
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<a href="#">Phonics Chart - #21-22 Titled:</a>		characters; settings, sequence
A	<b>My Name; Brush Dance</b>		events, predict author's message
Y	<b>Flash Card Drill of Sight Words</b>		<b>Daily 5: Read to Self, Read to</b>
	Character Education word:		<b>Someone, Listen to Reading, Word</b>
	<b>Citizenship</b>		<b>Works, Work on Writing; CAFE Comp.</b>
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - PE	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	<b>The Golden Goose</b>
D	<a href="#">Spelling: Digraphs ch. tch. sh. th</a>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
S	<a href="#">Phonics Chart -#21-22 titled:</a>		Describe how setting is
D	<b>My Name; Brush Dance</b>		conveyed & similarities. <b>Daily 5: Read</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>to Self; Read to Someone, Listen</b>
Y	Character Education word:		<b>to Reading, Word Works, Work on</b>
	<b>Citizenship</b>		<b>Writing; CAFE Components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	<b>Cradles in the Trees</b>
U	<a href="#">Spelling: Digraphs ch. tch. sh. th</a>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<a href="#">Phonics Chart # 21-22 Titled:</a>		the author's message of the story.
D	<b>My Name; Brush Dance</b>		<b>Daily 5: Read to Self, Read to</b>
A	<b>Flash Card Drill of Sight Words</b>		<b>Someone, Listen to Reading, Word</b>
Y	<b>Character Education word:</b>		<b>Works, Work on Writing</b>
	<b>Citizenship</b>		<b>CAFE components</b>
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 -PE	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	<b>Forget It!</b>
R	<a href="#">Spelling: Digraphs ch. tch. sh. th</a>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #21-22 Titled:		complete, coherent sentences.
A	My Name; Brush Dance		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Citizenship		CAFE components

	<b><u>CURRICULUM OBJECTIVES:</u></b>	
<b><u>Math Objective:</u></b> Students will learn how to use various types of geoblocks.		
<b><u>Shared Reading Objective:</u></b> : Use appropriate listening skills, as well as identify complex and irregularly spelled words.		
<b><u>Spelling Objectives -</u></b> Digraphs: ch, tch, sh, th		
<b><u>Oral Language Objective:</u></b> Practice Speaking and listening skills.		
<b><u>Science Objective:</u></b> Students will understand how the earth changes and clues in rocks		
<b><u>SuccessMaker Objective:</u></b> Use targeted practice and interventions on the computer in reading and math for each student.		
<b><u>Guided Reading Objective:</u></b> Find author's message in a story; describe how setting is conveyed; review KWL chart		
<b><u>Explicit Oral Language Objective:</u></b> Oral reading and discussion using poetry books and News Books		
<b><u>Weekly Reader Objective:</u></b> students will learn about animals that are nocturnal		
<b><u>Social Studies -</u></b> Students will learn about how to read a map and find locations on a map.		
	<b><u>STATE STANDARDS:</u></b>	
<b><u>Reading Standards: Indicator 1-</u></b> Students can recognize & analyze words; Indicator 2: Students can comprehend text.		
<b><u>Writing Standards: Indicator 1:</u></b> Students can apply the writing process to compose text.		
<b><u>Listening and Viewing Standards: Indicator 1:</u></b> Students are able to use various listening & viewing strategies in social studies.		
<b><u>Math Standards: Indicator 1:</u></b> Use procedures to transform algebraic expressions.		
<b><u>Science Standards: Indicator 1:</u></b> Understand the nature and origin of scientific knowledge.		
<b><u>Social Studies Standards: Indicator 1:</u></b> Analyze U.S. historical eras to determine connections & cause/effect relationships.		
<b><u>Technology Standards: Indicator 1:</u></b> Students recognize & demonstrate skills in operating technological systems.		
	<b><u>COMMON CORE STANDARDS:</u></b>	
<b><u>Language Arts:</u></b> Ask who, what, where, when, why, and how questions for understanding; discuss and extend understanding of base ten system; understand models of addition and subtraction.		
<b><u>Mathematics:</u></b> Extend understanding of base ten system; understand models of addition and subtraction.		
<b><u>Reading</u></b> Ask who, what, where, when, why, and how questions for understanding; discuss and extend understanding of base ten system; understand models of addition and subtraction.		
<b><u>Writing:</u></b> Write Opinion pieces in which they introduce the topic or book they are writing about.		
<b><u>Speaking and Listening:</u></b> Participate in collaborative conversations with diverse partners and 2nd grade level.		
<b><u>Language Arts:</u></b> Participate in collaborative conversations with diverse partners		
<b><u>Math</u></b> Make sense of problems and work on tables and graphs and daily reasoning		
<b><u>Technology Standards:</u></b> Select from several teacher-directed internet sites to locate information.		
<b><u>Social Studies Standards:</u></b> Analyze U.S. Historical eras to determine connections and cause and effect relationships.		
<b><u>Science Standards</u></b> Make a timeline to indicate the life cycle of an insect. Use scientific thinking to make predictions.		

<b>Poetry/Ch.Ed.</b> 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> <u>12:35-12:55</u>	<b>SuccessMaker</b> <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35  Character Education activities on Citizenship and being respect. Read Aloud Poems	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b>  12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<b><u>Poetry/Ch.Ed.</u></b> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:30-11:35  Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker</b> 12:55-1:15  Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<b><u>Character Ed.</u></b> 11:00-11:15 Explicit Oral Language on various	<b><u>Recess</u></b> 11:35-11:50	<b><u>Lunch</u></b> 12:05-12:35	<b>SSR Time/ Silent Reading</b> 12:35-12:55	<b>SuccessMaker &amp; Computer Projects 12:55-1:15</b>  Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels	(2RI.2.1, 2LR.2.2)			
	(2.0A,2) (2.0.A.3)			
tinguish long and short vowels	(2SL.2.4) 2SL.2.5)			
ng about	(2.W.2.8)			
le topics				
on language arts topics				
relationships				
skills of observing.				

<u><b>Math</b></u> <b>1:15-2:00</b> Pg.64-67 Students will be learning about the attributes of geometric shapes. 5students will sort shapes into three groups, and sides <b>Problem of the Day.</b> <b>Mad Minute Tests; CGI Problems</b> <b>Flash card drill of add. Facts</b> <b>Students will use algebra concepts to solve equations.</b>	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing stories to enhance the importance of learning various writing that are aligned to Common Core Standards	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will learning about encyclopedia research.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg. 68-70 Student will be working with sorting quadrilateral and working with angles of various shapes <b>Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.</b>	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing various stories that are aligned to Common Core Standards.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will work on Word Works.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg.71-73 Students will be learning about creating a quadrilateral chart and problem solving. <b>Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems</b>	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing <u>various stories</u> that are aligned to Common Core Standards.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be work on Story Sparkers.
<u><b>Math</b></u> <b>1:15-2:00</b> Pg. 74-77. Students will be working with ordering rectangles and comparing them - Enrichment. Promethean Problem of the Day. <b>Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills</b>	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing various stories that are aligned to Common Core Standards.	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be work on Comprehension and Fluency; iPad - take
<u><b>Math</b></u> <b>1:15-2:00</b> Pg 78-80. Students will be learning about rectangles that have the biggest area.	<u><b>Recess</b></u> <b>2:00-2:15</b>	<u><b>Creative Writiing</b></u> <b>2:15-2:30</b> Students will be composing various stories	<u><b>RTI</b></u> <b>2:30-3:00</b> <b>(Response to Intervention)</b> Students will be

[illegible]

**Science/S.Studies**

**Weekly Reader/JA**

3:00-3:25

Science-pg. C31-C36

Students will be

learning about how  
changes on earth  
affect everyone

**Weekly Reader-**

We will be learning about  
veterans.

**[Dismiss - 3:30](#)**

**Social Studies - Pg 66-69**

3:00-3:25

Students will learn  
about the functions  
of a government.  
Students will create  
a word web about  
government ideas.

**[Dismiss - 3:30](#)**

**Weekly Reader- 3:00-3:25**

Students will learn about  
what animals are  
awake after dark.  
Use Promethean Board  
for learning about  
animal habitats and  
interactive flip charts.

**[Dismiss - 3:30](#)**

**Weekly Reader - 3:00-3:25**

Students will make  
posters in small groups  
depicting all kinds  
of life cycles.

We will find various  
life cycles on the  
Promethean Board

**[Dismiss - 3:30](#)**

**Weekly Reader-3:00-3:25**

Students will be learning  
about the life cycle of  
plants and various  
animals. Students will work

**in groups to work together. The students will then share their findings to the class.**

**Dismiss - 3:30**